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ABSTRACT

This report describes an Education Consolidation and Improvement Act-Chapter 1 program for at-risk kindergarten children in four Bellingham (Washington) elementary schools. Children in the program are included in regular kindergarten classes, which meet two full days each week and every other Friday. The children also attend the Kindergarten for Individual Developmental Success (KIDS) program on the remaining two days. Teacher-child ratio is kept low (a maximum of 2 to 12) so that children can receive individual and small group instruction. This program report includes information on (1) the goals of the KIDS program, (2) parent and community involvement, (3) professional training, (4) strong leadership, (5) methods and materials used, and (6) student progress, as well as a description of how program effectiveness was evaluated. (PCB)

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E.C.I.A.

Chapter 1 KIDS Program

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Initiative to Improve the
Quality of Chapter 1 Projects

PS 016550

BELLINGHAM PUBLIC SCHOOLS

Bellingham, Washington

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CHAPTER 1 PROJECT IDENTIFICATION PROGRAM

COVER SHEET

Local Superintendent's or Chief Operating Officer's Name (Mrs., Miss, Ms., Mr., (Dr.))

Lee F. Olsen

Education Agency's Name Bellingham Public Schools #501

Address P.O. Box 878
Bellingham, WA
98227

Telephone Number (206) 676-6542 Congressional District(s) second

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

_____ Date _____
Superintendent's Signature

****

Chapter 1 Coordinator's Name (or other official responsible for project administration) ((Mrs.), Miss, Ms., Mr., Dr.)

Margo Montague

Address P.O. Box 878
Bellingham, WA.
98227

Telephone Number (206) 676-6542

Date of most recent SEA on-site review of project March, 1985

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

_____ Date _____
Chapter 1 Coordinator's Signature

State Washington

Chief State School Officer's Name (Mrs., Miss, Ms., Mr., (Dr.))

Frank B. Brouillet, State Superintendent

Address Old Capitol Building
Mail Stop FG-11
Olympia, WA. 98504

Telephone Number (206) 753-6717

I hereby nominate this project for consideration under the Chapter 1 Project Identification Program. To the best of my knowledge, the information contained in this form is accurate, and the project is being implemented in compliance with Federal requirements.

Date

Chief State School Officer's Signature

****

Name and Title of Person(s) completing form

Margo Montague
Coordinator State and Federal Programs

Ia. DISTRICT INFORMATION
(Complete for the nomination of a State and local compensatory education program or a Chapter 1 project which operates in a local school district. State agency programs should be described on page 4.)

A. School district data for year 1985-86 _____

1. Enrollment 8549

2. Total number of instructional staff 409.33 FTE

3. Grades or equivalent education span of district K-12

4. What is the racial/ethnic background of students?

3.1	% American Indian or Native Alaskan
3.4	% Asian or Pacific Islander
1.6	% Hispanic
.9	% Black, not of Hispanic Origin
91.0	% White, not of Hispanic Origin

5. In general, how would you classify the district?
Rural _____ Small town X
Suburban _____ Urban _____

6. What percentage of the students in your district comes from low-income families? 24% (Please indicate how you determined this percent.)

As of November 1986, enrollment was 8549. 1747 students qualify for free meals, 306 students qualify for reduced meals.

Elementary 1090 free, 175 reduced = 1265
Enrollment PS & Kindergarten 722
1 - 5 3320
4042

1264 ÷ 4042 = 31%

7. Identify major demographic changes within the last 3-5 years.

Total percentage figure has risen 1% per year in the last 4 years. Prolonged unemployment and lay-off* are one factor along with an increase in single parent families on welfare or in minimum hourly wage positions.

*seasonal employment and industrial

Ib. STATE AGENCY PROGRAM INFORMATION
(Complete if project is operated by a State agency for programs for migrants, neglected or delinquent, or special education.)

A. Agency name _____

Name of contact person _____

Telephone number (___) _____

B. Type of agency

State Educational Agency _____
State Institution/Delinquent _____
State Institution/Neglected _____
State Institution/Handicapped _____
Other (Specify) _____

C. Descriptive information for the 1985-86 school year

1. Number of institutions participating in State agency program _____

2. Number of institutions participating in the nominated program _____

3. Total number of classroom teachers _____

4. Grades or equivalent span of participating institution(s) _____

5. What is the racial/ethnic composition of the student body in the institution(s)?

_____% American Indian or Native Alaskan
_____% Asian or Pacific Islander
_____% Hispanic
_____% Black, not of Hispanic Origin
_____% White, not of Hispanic Origin

Ic. PROGRAM/PROJECT INFORMATION
(All programs must complete this section.)

A. Project title:

B. Program category (check only one category)

Chapter 1 Basic Grants to local educational agencies (LEAs) X

Chapter 1 Migrant Education _____ Section 141 _____
Section 143 _____

Chapter 1 Neglected/Delinquent _____
Chapter 1 Handicapped _____

State Funded Program _____
Locally Funded Program _____

C. Area(s) of service submitted and grade levels

Reading _____
Mathematics _____
Oral Language X
Other Language Arts _____
Other (Specify) readiness

D. Number of children participating from public school(s) 97

E. Number of children participating from nonpublic school(s) _____.
If nonpublic school children are not participating, please give the reason. The project is a pilot in four elementary schools.

F. Grade level(s) or equivalent span of children receiving services K

G. Number of staff in the program/project. teachers 3
aides 4
volunteers _____

Describe the average educational (level) background, e.g., degree, experience, training of the teachers and education aides in the State, local, or Chapter 1 project.

H. School year(s) for which this program/project is being nominated (must include school 1985-86.) 1985-87

I. Estimated annual per pupil cost to conduct this program/project in school year 1985-86.
A proximate per pupil cost for 1985-86 is $950.00

Ic. G. Teachers: Bachelor's Degree in Education
All three have Master's Degree in Early Childhood Education

Aides: High School Diploma
Average Experience - 5 years
Many have college experience and/or a college degree.

J. What are the primary educational needs of the particular group of students served by your program/project? Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

(Use additional sheet if necessary.)

K. Describe how students are selected for services.

In participating schools, all kindergartners are screened individually using the Chapter 1 KIDS Initial Assessment. Children scoring below a total of 40 points including low scores on rote counting, alphabet identification, sentence memory, numberal identification and number comprehension qualify for service.

All students scoring below grade level as determined by screening, diagnostic testing (Brigance, K-6 Basic Skills Inventory); and teacher judgement are elegible for participating. Those elegible are rank ordered in greatest need are scheduled for instruction.

L. List the names of the schools or institutions participating in the program/project, and if it is a Chapter 1 LEA project, the percentage of children from low-income families for each school during school year just ended.

(Use additional sheet if necessary.)

Name	Percent of children from low-income families*
Alderwood Elementary	53.2%
Carl Cozier Elementary	46.5%
Columbia Elementary	62.2%
Parkview Elementary	51.1%

*If percents are lower than percentage provided on page 3, item 7, please explain, e.g., 25 percent rule, grandfathering.

Ic. J. The primary educational needs of our disadvantaged/ "at risk" kindergarteners is additional learning time that focuses on social and school readiness to develop and enhance social, emotional, physical and intellectual skills and talents.

A formal needs assessment is conducted annually in all Chapter 1 eligible schools.

Ongoing procedures include teacher and parent surveys to collect information and recommendations to review student needs.

CHAPTER 1 KIDS (KINDERGARTEN FOR INDIVIDUAL DEVELOPMENTAL SUCCESS) PROJECT

The Chapter 1 KIDS Project provides qualifying youngsters with a supplementary, additional school experience that nurtures positive emotional adjustment to a school setting and develops skills and confidence that enhances future learning experiences.

Administration

The project includes four elementary schools; Alderwood, Columbia, Carl Cozier and Parkview. The program is staffed by three teachers and four aides. The Coordinator of State and Federal Programs oversees the project.

Needs Assessment

In participating schools, all kindergartners are screened individually using the Chapter 1 KIDS Initial Assessment. Children scoring below a total of 40 points including low scores on rote counting, alphabet identification, sentence memory, numeral identification and number comprehension qualify for service.

Implementation

All students scoring below grade level as determined by screening, diagnostic testing (Brigance, K-6 Basic Skills Inventory), and teacher judgement are eligible for participation. Eligible children are rank ordred and those in greatest need are scheduled for instruction.

In all KIDS classrooms a variety of materials and instructional approaches are used. Working individually or in small groups, students receive instruction planned and provided by the kindergarten teacher. Close contact with regular kindergarten teachers is maintained to ensure program coordination.

Evaluation

Parents and students are informed of individual objectives listed on each student's Personalized Kindergarten Plan. Progress is reported by conferences with parents and classroom teachers and Chapter 1 Kindergarten Progress Reports at regular reporting times.

The Metropolitan Readiness Test, Level One, Form P is administered to all eligible students in October and April to obtain pretest and post test scores. Gains, expressed in the Normal Curve Equivalent, are reported to the state.

Inservice Training

The training provided for the Chapter 1 staff falls into two categories: those things which relate to Chapter 1 regulations and procedures, and those which relate to kindergarten instruction, student assistance and parent inservice.

Parent Advisory Council

Additionally, each Chapter 1 kindergarten school has a KIDS Parent Group that assists in planning, implementing and evaluating the program.

II. COMPENSATORY EDUCATION PROGRAM/CHAPTER 1 PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. CLEAR GOALS AND OBJECTIVES

* a. The major focus of the Chapter 1 KIDS (Kindergarten for Individual Developmental Success) Project and the kindergarten program in the Bellingham schools is the child. Each kindergartner brings unique experiences, expectations, emotions, attitudes and abilities to the classroom.

* We believe the kindergarten environment should provide opportunities for experimentation, exploration, discovery, challenge, and interaction. An atmosphere of understanding, concern and compassion should surround the kindergarten in this most important school experience.

* The Chapter 1 KIDS project provides qualifying kindergartners with a supplementary, additional school experience that nurtures positive emotional adjustment to a school setting and develops skills and confidence that will contribute to future learning experiences.

* Generally the project:

1. provides a readiness program for high risk kindergarten children that develops and enhances social, emotional, physical and intellectual skills and talents.
2. develops children's confidence as learners and in a school setting.
3. enhances a positive attitude and understanding towards self and others both as an individual and as a member of a group.
4. provides small group and individualized instruction that allows a child to develop at his/her own pace and in his/her own learning style.

Goals are identified as a result of a formal, annual needs assessment. High risk kindergartners are identified using the Chapter 1 KIDS Initial Assessment in participating schools. Children scoring below a total of 40 points including low scores on rate counting, alphabet identification, sentence memory, numeral identification and number comprehension qualify for service.

Chapter 1 KIDS documents, goals, and activities are provided to the Chapter 1 KIDS staff, building staff, building and district Parent Advisory Councils, the KIDS parent group, school board members, private schools, and general public at both building and district levels.

At the building level information is provided to teachers, administrators, and parents at staff meetings, at teacher conferences, by letters to parents, at PAC meetings, and at parent/teacher conferences. Teachers and parents also contribute to the DAC newsletter, The First R, which is sent to the parents of all participants.

At the district level, documents and activities addressing goals are provided to parents, teachers, administrators and school board members at the monthly DAC meetings, by the DAC newsletter, and a descriptive brochure produced by the district School Information Office.

Each spring a formal report is made to school board members. Program goals, monitoring and evaluation reports are presented.

b. Because the Chapter 1 KIDS project is an additional, supplemental, learning experience and designed around the philosophy and objectives of the kindergarten program, Chapter 1 KIDS teachers and aides participate in building kindergarten meetings, special services staffings, district grade level meetings, and district curriculum committees.

Participation in these activities along with each student having a Personalized Kindergarten Plan reviewed and signed by the Chapter 1 KIDS teacher, kindergarten teacher, and parent ensure that objectives are attained and reinforced.

2. COORDINATION

a. The overall instructional goals of the kindergarten program and the Chapter 1 project are the same.

* We believe that children actively construct their understanding of the world through a continuous interaction with their environment. They are eager to discover ideas, to look for patterns and relationships and to form generalizations. Through spontaneous activity, play, carefully prepared materials and guided experiences children gain confidence in their abilities. These beliefs and goals are delineated in the district's Kindergarten Curriculum guide. Chapter 1 KIDS teachers and administrators were members of the curriculum committees as the guides and philosophies were developed.

Kindergartners are scheduled for a full day every other day, Monday/Wednesday or Tuesday/Thursday, and every other Friday. The Chapter 1 KIDS students are scheduled for two and one half hours on the student's alternate days, Monday/Wednesday or Tuesday/Thursday in the morning (8:45-11:15 a.m.) or afternoon (12:15-2:45 p.m.).

* One major aspect of making a child feel successful and confident about school is to avoid making them different from other children or comparing them to their peers. Due to the alternating schedule, KIDS students are not labeled. They simply have an additional opportunity to get some very specialized attention and instruction that we think will make a difference in their confidence as learners and how they feel about school and themselves.

b. Formally Chapter 1 KIDS teachers and aides meet with kindergarten teachers in building meetings and district meetings to plan and

coordinate instruction during the school year. A great deal of informal communication takes place between kindergarten teachers and KIDS teachers due to having the same planning time.

At the beginning of the school year, the Coordinator of State and Federal Programs holds a Chapter 1 orientation meeting with kindergarten teachers, Chapter 1 KIDS teachers and aides, and principals.

c. The Chapter 1 coordinator meets with the Assistant Superintendent of Instruction, the Director of Elementary and Middle School Curriculum, Director of Special Education and principals to coordinate, to plan and implement the program. These people working together determine the flow of services for students in special populations.

Chapter 1 KIDS teachers in conjunction with the Special Education staff have developed a program service model that defines how the project interfaces with special education and the process for kindergartens being made a focus of concern.

3. PARENT/COMMUNITY INVOLVEMENT

* a. Chapter 1 KIDS parents show their support for the project by: 1) comments on evaluation questionnaires and interest surveys, 2) participation in the KIDS Parent Group and 3) involvement in the KIDS "Make It and Take It" storytime. Parents serve as co-presidents and representatives to the Chapter 1 District Advisory Council meetings to help plan, implement and evaluate the project.

b/c. Because we have teacher aides to assist teachers (2:12 teacher/student ratio) in the teaching process, parents are generally not involved with their children during the school day. Parents do visit the classroom and accompany the class on field trips. They assist in the instructional program by giving input during parent group meetings and conferencing with teachers about the program and student progress.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

* a. The Chapter 1 KIDS staff participate in three major activities outside of teaching: 1) Chapter 1 KIDS meetings, 2) Chapter 1 District Advisory Council (DAC) meetings, and 3) conference attendance, that provide staff development and inservice training.

Chapter 1 KIDS meetings and Chapter 1 D.A.C. meetings meet at least once a month on Fridays from 8:30 a.m. to 11:30 a.m. to attend to the business of program planning and implementation. In attendance are teachers, aides, principals, co-presidents and school representatives.

Listed below are examples of dates and topics for our District Advisory Council meetings:

September - Orientation Meeting
- Plan for assessment of students
- Plan field trips

October - Organize evaluation procedures
- Organize bus schedules, snack menus
- Metropolitan Achievement Test - pretest
- Conference - Washington Association for the Education of Young Children
- Brian Ward, Psychologist, "The Symbol-Retrieval Disability: Assessment of Children in Grades 1-3"
- Chapter 1 Workshop featuring Margarita Suarez "Self-Esteem - Tools for Building Positive Feelings in Yourself and Your Children"
- Teacher/Aide schedule

November - Parent conferences
- Personalized Kindergarten Plans
- Chapter 1 parent group surveys to plan parent meetings

December - Current list of participating students
- Seminar in Early Learning - Pat Kelly, Consultant presents on Dr. Reuven Feuerstein's Theory of Cultural Deprivation and Mediated Learning

March - IRA Far West Regional Conference - All Chapter 1 teachers attend

April - Instructional materials sharing
- Conference sharing
- Evaluation of student
- Progress - Post test MAT

May - Instructional materials order

June - Evaluate program and make recommendations for the next school year

KIDS Parent Meetings Topics:

October - Site orientation meetings - Teachers share information about the Chapter 1 KIDS project and parents share their concerns and feelings about having a child in Chapter 1 KIDS
- Annual meeting - Chapter 1 workshop for parents, administrators, teachers, aides, and volunteers featuring Margarita Suarez - Self-Esteem: Tools for Building Positive Feelings in Yourself and Your Children

November - Parent conferences

* December - "Make It and Take It" Chapter 1 KIDS Storytime Children who bring their parents to this meeting are welcome. The story The Gingerbread Man and materials are provided. Each child and parent will have an opportunity to make a story to take home.

* April - "Make It and Take It" Chapter 1 KIDS Storytime The book The Little Red Hen and materials are provided. Each child and parent wil have an opportunity to make a story box to take home. Each child will decorate his/her own cupcake.

December through April - The KIDS Parent Group
(Seven to twelve meetings are scheduled on Friday mornings and Wednesday evenings)

Parents and teachers sharing and learning together. The KIDS Parent Group will be a place where parents can:
- integrate into a group (involvement)
- explore feelings about families, children and themselves
- enhance their own skills with children
- gain parent power
- share needs
- work out issues
- gain a support group
- learn more about the school program
- develop a connection between home and school

A specialist in parent education/training works with our parent group. We coordinated this with out parenting classes at the Bellingham Vocational Technical Institute. The specialist orients the parents and teachers to meeting format and then surveys the parents to determine future meeting topics.

Some topics that were addressed:
- Helping your child to be more independent
- How to encourage your child
- What can you expect of children this age
- Setting limits for your child
- When to say "no"
- How to encourage good behavior
- Emotional and vocal development in young children
- What does your child's progress report really mean?

b. In addition to the aforementioned activities, the Chapter 1 KIDS teachers and one of the principals are members of the Early Childhood Task Force.

The committee will review and recommend educational services for children three to eight years of age in the Bellingham schools. The members will explore early learning in young children and subsequently develop a mission statement and a plan of action for early childhood education in our school district.

5. STRONG LEADERSHIP

a. Principals of Chapter 1 KIDS schools are invited to all PAC and DAC meetings. They attend periodically as time permits. The principals and assistant superintendent of K-8 instruction supports, attends and helps at our parent meetings. The project coordinator organizes and attends all meetings. The assistant superintendent, principals and project director meet and discuss Chapter 1 KIDS project at elementary principals' meetings, K-8 principals' meetings, and meet specifically to discuss Chapter 1 KIDS.

* PAC and DAC meetings are the time school staff and parents have to get to know one another, share ideas, express concerns and problems, discuss research. They work together as a very cohesive group. There is a very good feeling tone and an honest exchange of information and ideas. Besides using meeting time to discuss

staff and parent needs, the program director provides budget updates, shares new research and the latest legislative information.

b. The meetings listed above are regularly scheduled. The project director visits all schools on an on-going basis throughout the year. At that time she meets with the principal regarding the program. Informally, the project director and principals communicate on the phone, at other professional meetings and conferences about the Chapter 1 program.

Many times communication will result from:
- visitors to observe the program
- staffing regarding a Chapter 1 KIDS child, involving the director, Chapter 1 principal, teacher and parents
- the media observing the program, etc.

c. Because the Chapter Program is such an integral part of our kindergarten and school program, the community learns about Chapter 1 KIDS at PTA meetings, in the media, as a result of participating in the program, as a result of the regular program and Chapter 1 sharing in a project, Pat Koppman workshop, and Margarita Suarez's workshop.

6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

a. There are several design features that we believe to be unique to the Chapter 1 KIDS project.

* Students in the KIDS project are not labeled or made to feel different from their peers. Generally, they think this is their day care or preschool. Kindergartners on their alternate days off are either home or in a daycare. Most are in daycares. Because the student to teacher ratio is low (2:12 maximum), these at risk students take risks in learning and make friends in the KIDS environment where they would not make the attempt in a group of twenty-five. In a large group of peers these are the children that often remain invisible.

* Because as a district we believe that the individual characteristics of each child be accepted, understood and nurtured, the kindergarten philosophy and curriculum is based on the concept of constructive play rather than being academically oriented.

b. The Chapter 1 KIDS project is an add-on model. The schedule is as follows:
Days: Monday/Wednesday or Tuesday/Thursday
Times: 8:45 - 11:15 a.m. or 12:15 - 2:45 p.m.
The regular kindergarten program is full day (9:00a.m.-2:30p.m.) Monday/Wednesday or Tuesday/Thursday and every other Friday.

* c. Each child is screened using the Chapter 1 KIDS Initial Assessment. Items included on the assessment are:

Item	Possible Points
Rote counting to 100	10
Alphabet identification	26
Sentence memory	10
Numeral identification	10
Number comprehension	20
Birthdate (maximum points for early birthday (August)	12
Previous kindergarten (subtract 5 points)	

Kindergarten teachers, Chapter 1 KIDS teachers and aides observe and keep anecdotal records on children that may qualify for Chapter 1 KIDS. For children that qualify for service, teachers diagnose students using the Brigance K-6 Basic Skills Series. Appropriate, individual tests are administered depending on the child's deficiencies. This information along with recommendations from teachers and principals determine the objectives for an additional learning experience. From this information, the objectives and student attitudes determine the materials, methods, and approaches that will be used.

d. Materials, equipment and methods used in the Chapter 1 KIDS classes are varied and reflect the curriculum based on constructive play. Decisions about the above items must meet certain criteria. Are the materials, equipment, and methods:
   - supplementary to the regular reading program?
   - age and developmentally appropriate?
   - at the correct level of difficulty?

   Teachers share information and opinions on materials, equipment, and methods at an instructional materials sharing session each spring prior to orders being made.

   Access to new instructional materials, equipment, and methods is an on-going process. Teachers review current literature, catalogs, and research. Their participation in workshops, inservices and conferences provide a lease for new ideas and materials.

e. Study skills are a part of daily instruction. Learning how to learn is an extensive part of kindergarten instruction. Through constructive play, young children are better able to express their feelings, gather information and understand. The child must play with new information in order to understand it.

f. A variety of activities and teaching strategies occur in a kindergarten and Chapter 1 KIDS classroom. The strategies a teacher applies take into consideration:
   - the needs of the child as an individual
   - the content to be covered
   - the objectives for instruction
   - the materials available

   All activities in the classroom are carefully planned.

   A typical daily schedule would be:

   8:45 - 9:45 Information instructional time. Children come directly to class and get organized for learning.

9:00 - 9:45	Individual projects 1. decision-making, organizing, problem-solving 2. skill practice 3. small group snack preparation
9:45 - 10:00	Group lesson - concept development
10:00 - 10:15	Snack
10:15 - 10:30	Group lesson - story language
10:30 - 10:50	Individual work with story language symbolization
10:50 - 11:00	Clean-up and closure
11:00 - 11:15	Dismissal, informal time while waiting for school bus.

g. Some learning activities involve direct instruction by the teacher in a large or small group. Other activities provide opportunities for students to learn independently.

Direct instructional activities appropriate for a large group:
- opening routines
- introduction to a new concept
- storytime
- brainstorming
- group process skills
- art
- music
- instruction

for a small group:
- individualized instruction in reading, math, or other subject
- creative dramatics
- art
- counseling for social growth

Independent activities can be center activities that provide structured exploration and practice while independent activity time responds to individual interests and needs for application and extension of skills previously taught and the opportunity to make choices.

The focus of center activities may include:
- math
- science
- small motor and perceptual skills
- music
- language arts
- art
- social studies

Materials for independent activities include:
- puzzles
- blocks
- books
- math manipulatives
- paints
- clay
- cut and paste
- cars, trucks
- legos

h. Children are monitored closely and their progress recorded during each session. When a child can successfully function solely in the regular kindergarten and has met the exit criteria, they are exited from the KIDS project. Teachers are encouraged to use all information as a basis for determining placement. Children are monitored continuously and necessary changes made throughout the year.

7. HIGHER EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

a. Kindergarten children participate in their regular program on the same basis as all their peers. That is the strength of the KIDS program . These children do not feel different or singled out, but they receive individual and small group attention in addition to the regular program. We really notice social skills learned in the small group are carried over into the regular class setting. In a large group these children often do not bond and make friends but they make friends in the small group and continue the friendships in the regular classroom.

b/c. We believe it is important students find school and learning enjoyable and both Chapter 1 KIDS teachers and regular classroom teachers strive to raise a student's self-esteem. The expectation is that children will work on lessons that are appropriate, and at the correct level of difficulty. Children are expected to be on task and do the best they can. Both kindergarten teachers work together with consistent and reasonable expectations which provide a strong base for positive communications.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

a. Chapter 1 classes are organized, well-paced, calm, and oriented toward learning. Expectations, written curriculum and a district kindergarten program contribute to our excellent school climate. Experienced teachers who care and supportive principals complete the learning environment.

b. Chapter 1 KIDS teachers and aides, as do regular instructional staff, expect children to be responsible for their behavior and learning. Children and staff treat one another in a respectful manner and spend class time on task.

* Snack time is an excellent example of curricular practices that foster the development of sound character. Nourishing minds and bodies with healthy food is an integral part of the instructional program. Because snack time is a direct result of classroom instruction, i.e., when studying fall, and corn snacks are made from corn, it provides an excellent opportunity for group dynamics, sharing, manners, and socialization.

c. The Chapter 1 project in Bellingham schools is regarded as a beneficial and good program for our children. Principals and teachers ask to have the program in their school. The Chapter 1 KIDS staff is well qualified and trained. Chapter 1 principals, teachers and aides meet often as a district group and have developed a good rapport with one another.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

a. The regular kindergarten program and the KIDS kindergarten program provides a continuity of experiences that builds a strong foundation on which future learning can be based.

Instruction is organized by learning centers and themes to provide for structured lessons and efficient learning time for students.

* Learning Centers

Given the wide range of personalities and abilities in a kindergarten room, a teacher needs to find time to work with individuals and small groups of children. One way of managing this optimal time is through the planning and use of learning centers.

Learning centers are areas in a classroom that define a special focus. Centers may include a home living center, a block-building center, a listening center, an art center, a music center, a dramatic play center, a language center, and a science-discovery center.

These centers divide a classroom in such a way as to allow children to make choices and practice work skills as they move independently from one center to another. While children are working in centers,the teacher is able to move about the room or pull a small group of children together to work on a skill or common concept.

* Themes

A theme is one way of presenting units of study to children. This approach provides the teacher with direction and structure for the integration of skill development when planning the curriculum. Themes incorporate a planned beginning to stimulate exploration. The exploration takes place in the classroom as the children and the teacher work together. As the children explore the theme, new and different directions can take place. It is the teacher's job to plan and replan the theme as it reaches its middle and end.

* b. We think children should practice at home only what they know, understand and are successful doing at home. Parents help their children best when they are supportive and positive about school and their child's education. We foster parents attending school conferences, activities, Chapter 1 functions (speakers, workshops, "Make It and Take It", etc.) and providing enriching educational activities (games, trips, experiences with nature and the community) outside of school.

The following is a list of ways parents can help at home:

* make classroom games
* collect art materials for projects
* staple books together
* make and mend doll clothes
* help with telephone duties
* build cages, bookshelves, etc,
* assemble teaching aids
* send ingredients for baking projects
* type stories
* coordinate parties
* make bean bags
* take pets over vacation
* bake
* help with bulletin boards

10. CLOSELY MONITORED STUDENT PROGRESS

a. Informally students are monitored frequently during lessons to check for knowledge of results, attentiveness and attitude. Also the kindergarten teachers communicate formally about daily progress.

Formally, the following procedures determine growth:
- November parent conference
- Reports to parents March and June
- Fall and spring Metropolitan Readiness Tests
- Site grade level meetings to discuss reading groups
- Staffing to discuss an individual student's progress
- Individual parent/teacher conferences to discuss an individual
- September, January, and May monitorings on basic skills - upper, lower ABC recognition, numerals, rate count, numeral comprehension, personal data and colors

11. REGULAR FEEDBACK AND REINFORCEMENT

a. Students receive daily and weekly feedback about how they are doing through frequent teacher monitoring, self-evaluation, guided and independent practice and knowledge of how they do on class work and activities.

b. See question 10.
Regular classroom teachers receive feedback for the Chapter 1 KIDS teacher in the following ways:
- Site grade level kindergarten meetings
- Informal teacher conferences
- Written progress report to parents
- Site special services meetings

12. EXCELLENCE RECOGNIZED AND REWARDED

a. Besides the daily consistent recognition of progress in the Chapter 1 group by the teacher and aide, student progress is reported to parents three times during the school year with the first report being a parent conference. Motivating and fun activities are planned after certain learning has taken place. Sometimes exiting Chapter 1 KIDS is a sign of achievement. Some children like both groups and don't want to leave.

b. Outstanding teaching is recognized through the observation/evaluation process. Also, Chapter 1 teachers often are asked to be part of district curriculum committees, run inservice sessions for other teachers, present at conferences and other activities (school awards assemblies) that single them out due to a good reputation as a teacher.

* This year the Chapter 1 KIDS program will be presented at the ASCD Annual Conference in March, 1987. The Chapter 1 director and one teacher will hold the workshop. Additionally the KIDS program will be presented by two Chapter 1 KIDS teachers at the 1987 Chapter 1 Winter Conference in Eugene, Oregon in February.

13. EVALUATION RESULTS FOR PROGRAM PROJECT IMPROVEMENT

a. Aspects of Chapter 1 project evaluation include processes to determine program effectiveness and student growth.

- Formal Standardized Testing
  Students in the Chapter 1 KIDS project that have received four or more weeks of instruction are administered the Metropolitan Readiness Test, Level 1, form P in October and again in April.
- Diagnostic Testing
  When appropriate to assess a child' growth in one or more of the following skills:

personal data	rote counting
color recognition	identification of body parts
picture vocabulary	verbal directions
visual discrimination	numeral comprehension
visual-motor skills	prints personal data
gross motor skills	syntax and fluency

  the KIDS teacher will use the Brigance K-6 Basic Skills Inventory or Initial Assessment Screen to determine individual growth in a given area or how well objectives have been met.

- Individual Student Self-Concept Assessment
  Cooper-Smith Self-Esteem Inventory for 1985-86
  Piers-Harris Children's Self-Concept Scale
  Pre and post tests - November and May. These inventories collect data about how a child feels about school, school work and themselves.

* - The Chapter 1 KIDS Parent Survey
  These surveys help us evaluate the project and facilitate planning for the coming year.

Each spring at a District Advisory Council Meeting, teachers, aides and principals share information about tests results, surveys, instructional materials and teaching techniques they think will benefit others. Also, each May or June teachers, aides, parents and principals meet to discuss the Chapter 1 program and formulate recommendations for the next year. Topics used as a basis for evaluation include:

test procedures and results	supplies and materials
parent participation	new research
evaluation of PAC meetings	new ideas and innovations

b. Actually evaluation is an on-going process. One function of our District Advisory Council, which meets at least once every month on Friday mornings, is to discuss Parent Advisory Council meetings, the Chapter 1 KIDS Parent Survey, instructional program and materials, parent involvement, etc. and make recommendations for change or improvement. All aspects of the program are evaluated yearly. The last formal evaluation was May, 1986. A meeting is called and advertised specifically for the purpose to to make recommendations for change or improvement and to plan the next school year. Chapter 1 teachers, aides, principals and parents are invited.

c. Parents are informed about project effectiveness through:
DAC meetings - one or two each month
PAC meetings - every four to six weeks
First R - twice yearly publication to parents
PTA newsletters - monthly
Newspaper coverage - as a result of meetings
Parent conferences - November or by request
The Chapter 1 KIDS Parent Group

d. Listed below are examples of ways in which evaluation results have been used to improve the design of the program:
- better designed PAC meetings to meet the needs of parents
- better quality staff development for teachers and aides
- more ideas and ways for parents to help their child in school
- parent surveys asking them to help plan topics for meetings

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

Metropolitan Readiness Test, Level 1, Form P

Fifty-six students completed pretests and post tests in October and April, respectively. Students were tested in the following six areas:

1. auditory memory
2. rhyming
3. letter recognition
4. visual matching
5. school language and listening
6. vontitative language

Composit scores for four schools showed a gain of 9.1 NCE points.

KIDS SELF-ESTEEM SURVEY

The sample population consisted of thirty-one children in two project schools. The results indicate an overall positive self-image on the part of the KIDS children. In fact, some of the children had exceptionally high self-eteem.

In school-related questions dealing with work, effort, and teacher; the children were proud of their school work and doing the best work they could, but felt they could do better and were split on talking in front of the class, though the majority did not, but did enjoy being called on in class. There were several comments that the "other" kindergarten class was harder or that was where their self-esteem decreased. As far as the way their teacher made them feel, out of the six that did not feel "good enough", three of those specifically mentioned the regular kindergarten teachers making them feel that way, not their KIDS teacher. Children were also asked, "What do you like to do after school?" and "What would you ask for if you could have anything you wanted?"

CHAPTER 1 KIDS PARENTS' SURVEY

Results: Parents were asked to respond to a survey to help evaluate the project.

1. Is your child eager/willing to go to school every day?
2. Does your child share his/her school work?
3. Is your child proud of his/her school work?
4. Does your child enjoy being read to? Please explain
5. After your child has been read to, is your child

able to talk about the story? Please explain
6. Has the KIDS program helped your child?

KIDS PARENT GROUP MEETINGS
1. How many KIDS Parent Group meetings did you attend this year? 0-12, 1-4, 2-3, 3-1, 4-2, 5-2
2. Did meetings help your understanding of the program?
3. Were meetings beneficial to you? Please explain
4. What would you like to see offered for future meeting?

Comparisons of Progress and Standing of Children Instructed in the KIDS Program With the Regular Population

Comparisons will be done with the children enrolled in the KIDS program last year (1985-86) and the rest of the first grade population using the Wide Range Achievement Test and progress reports.

CHANGES IN EVALUATION PROCEDURES FOR 1986-87

Metropolitan Readiness Test, Level 1, Form P
- Continue with pretesting and post testing. Delete section two, rhyming, because this still is not taught until first grade.
- Scores will be recorded only individually due to deletion of rhyming section.

Chapter 1 KIDS Self-Esteem Survey
- Use pretest and post tests of Piers-Harris Self-Concept Scale to investigate whether early, positive learning experience in Chapter 1 KIDS program will contribute to a positive self-concept.

Chapter 1 KIDS Parent Survey
- In addition to this survey, ask parents in an additional survey in the fall to recommend topics for parent meetings, time and place.

Regular kindergarten teachers, KIDS teachers, administrators and parents observed the following significant changes in KIDS attributable to the project.
- Increased ability to attend in a large group
- Increased social and academic confidence
- Calmer, less stressed students
- Children taking more personal responsibility
- More imagination in socio-dramatic play
- Better able to follow rules and directions
- Improved attitude and skills
- Self-confidence has greatly improved

Factors contributing to project effectiveness:
- The major goals for the regular kindergarten program and Chapter 1 KIDS project are the same.
- The Chapter 1 program while being supplementary is an extension of the regular instructional program.
- Consistent processes and standards for testing are followed.
- After children exit from the program, their progress is monitored during the same school year and also during the next school year.
- Chapter 1 and regular classroom teachers work closely together.